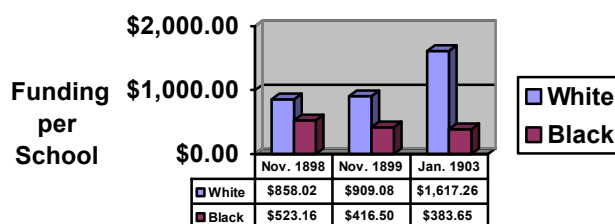


educators, administrators and politicians justified the disparity by again referring to the amount of taxes paid by whites and blacks.⁸⁸ Because whites traditionally paid more taxes for property and businesses, their taxes were considerably more than those of blacks who owned little taxable property.

Statistics reflect inequity in funding for the black schools. In November 1898, white schools were given \$858.02 to operate whereas black schools were given \$523.16. Operating costs included maintenance, textbooks, wood for heat, janitorial services, and other standard operations. A year later, white schools received an average of \$909.08 per school, and black schools received \$416.50 per school. By January 1903, the figures grew still more disproportionate with white schools receiving \$1,617.26 and black schools receiving \$383.65 per school in the city district. Statewide, black teachers were paid significantly less than white teachers, and school buildings for blacks received much less funding for construction and repair. The following table shows funds provided to Wilmington schools for all expenses except teacher salaries. White schools consistently received more funding even though black

schools served more students. The difference grew dramatically from a gap of just over \$300 per school in 1898 to over \$1,200 per school in 1903.⁸⁹ Although Wilmington is at the center of this study, the effects of the white supremacy campaign did not affect the city's schools disproportionately when compared to other schools in the state.⁹⁰

Wilmington City School Disbursements



The difficulties faced by African American schools were exacerbated by low teacher pay. Before the coup and violence of November 10, 1898, Wilmington's black teachers were paid an average of \$1.20 per month less than white teachers.⁹¹ A year later, white teachers in the city received \$7.08 more than their black colleagues. By 1900 the disparity was even greater, with

Report of Superintendent of New Hanover County Schools to State Department of Public Instruction, July, 1899, July 1900, July 1901, Superintendent's Reports, Records of the Department of Public Instruction, State Archives, Office of Archives and History, Raleigh; Leloudis, *Schooling the New South*, 211.

⁸⁸ References to amounts of taxes paid by both races as reason for differences in school funding can be seen in contemporary literature generated by reports of the Department of Public Instruction as well as in newspapers, letters and legislative actions. Tables in the *Biennial Report of the Superintendent of Public Instruction of North Carolina for the Scholastic Years 1898-99 and 1899-1900* (Raleigh: Edwards and Broughton, 1900) show the amounts apportioned to white and black schools according to taxation and property valuations for the county. Data for the report was culled from the reports filed by the county superintendent.

⁸⁹ Minutes of the New Hanover County Commissioners, State Archives, Office of Archives and History, Raleigh.

⁹⁰ In 1927, an article published in *The Crisis*, published by W. E. B. DuBois for the National Association for the Advancement of Colored People, showed that African American schools in North Carolina were still funded at rates significantly lower than white counterparts. Leloudis, *Schooling the New South*, 226.

⁹¹ The average pay for white teachers in November, 1898 was \$36.84 and \$35.64 for black teachers. Minutes of the New Hanover County Commissioners, State Archives, Office of Archives and History, Raleigh.